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ABSTRACT

In 1989, West Virginia University initiated a project to create a new vision for teacher education and for schools in West Virginia. With the support of the Claude Worthington Benedum Foundation of Pittsburgh, the school partnership is based on the Holmes Group concept of professional-development schools (PDSs), which provides a vehicle for school restructuring and teachers' active engagement with teacher education. This paper describes the first-year experiences of two participating schools--one elementary and one high school--to illustrate the average activities and costs of PDS implementation. Costs were incurred for the following cross-site project activities: teacher education centers, a cross-site steering committee, professional-development networks, a research team, and overall project administration. Findings suggest that restructuring is an expensive enterprise, involving a variety of resources and costs, some of which are difficult to calculate. In the first year, the high school spent $58,000 and the elementary school spent $48,000 to fund activities related to restructuring. These are conservative estimates of how much reform may cost annually, though it is difficult to generalize the amounts to all schools. Seven sample budgets are included. (LMI)

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Calculating the Costs of Restructuring: A Tale of Two Professional Development Schools

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Introduction

In the Fall of 1989, West Virginia University initiated a project to create and implement a bold new vision for teacher education and for schools in West Virginia. Over the last five years, with the generous support of the Claude Worthington Benedum Foundation of Pittsburgh, PA, the project's participants have worked together collaboratively to completely redesign West Virginia University's teacher education program and to forge a new kind of partnership between public schools and WVU. The WVU/school partnership is based on the Holmes Group concept of professional development schools (PDSs), which provides a vehicle for school restructuring and for teachers' active engagement with teacher education.

As we have learned in the Benedum Project, calculating and reporting the resource costs of school restructuring are extraordinarily complex activities for reformers, yet they are important to both planning and accountability. In our experiences, the types and amounts of resources required to support professional development schools tend to vary considerably across different school sites and through different stages of restructuring. Resource expenditures to support restructuring activities also tend to be interrelated in complex ways.

The financial and narrative reports we have submitted to the Benedum Foundation each contain a piece of this picture; they document the expenditures by category and highlight PDS activities by site for particular periods of time in our establishment and facilitation of professional development schools. We are keenly aware, however, that the whole is greater than the sum of it parts. Despite the amount of pertinent information in these reports, they do not effectively convey -- in an overall sense -- what PDSs do, why they do it, and how much it costs.

While the literature on educational change and school restructuring is growing steadily, it so far provides little help in understanding the costs of reform. The very general information available about the type and purposes of required resources varies in focus -- from the categories of restructuring costs in individual schools (Theobald & Nelson, 1992), to restructuring in the context of partnerships with higher education (Theobald, 1990), and system-wide policy implications of the costs of restructuring (Education Commission of the States, 1991).

These sources are helpful, but they provide inadequate guidance to leaders of restructuring projects in calculating the short-term and long-term costs of structural change. Additionally, they do not relate

specifically to the professional development schools concept. The Holmes Group -- originators of the PDS concept -- indicate only that PDSs will require additional funds for both start-up and operating costs (The Holmes Group, 1990).

In light of these circumstances, we decided to try to use cases to more effectively communicate the resource costs of professional development schools. This document was developed to convey to the Benedum Foundation and to others the story of a year in the lives of two professional development schools -- one elementary and one secondary.

The schools portrayed in these cases are hypothetical (all names are fictitious) in order to describe the average activities and costs in PDSs. However, the accounts of these hypothetical schools are composites of the current restructuring work and resource expenditures of the Benedum Project PDSs. In that sense, then, the stories are "real;" they represent typical experiences in actual PDSs. As such, they may be helpful in forecasting the long-term resource needs of our professional development schools, and they may help beginning restructurers elsewhere gain an understanding of the costs of the work they are undertaking.

The Context

Sundale Central Elementary School and Morton High School are partners with nearby Vandalia University in the Worthington Project, an education reform initiative funded by grants from the C. B. Worthington Foundation. The project is aimed at the redesign of the university's teacher education program and the establishment of professional development schools. Sundale Central and Morton High, along with three other public schools, were selected through a competitive process in early 1990 as the project's "pilot" PDSs.

At that time, the Worthington Project participants were still exploring the meaning of the PDS concept. They knew they wanted to use the PDS idea to apply the best of both research and practice to the enhancement of teaching and learning in schools. They read articles and reports relevant to the PDS concept (e.g., The Holmes Group, 1986), and they met with reformers in other parts of the country. Based on this information, they collaborated to develop a local vision for PDSs, which they expressed in the form of five basic belief statements:

1. All in a Professional Development School are learners.
2. All in a Professional Development School have the opportunity for success.
3. The organization of a Professional Development School encourages all to be empowered.
4. Professional Development Schools foster an environment of mutual respect.
5. Professional Development Schools promote curriculum and instruction that evolves from continual review and that reflects the school's vision.

The belief statements were part of the application materials sent to all the schools in a four county area. They were the starting point in the journey to discovering how the PDS concept could best be put into practice in the Worthington Project. Faculty and staff at Sundale Central and Morton understood that a significant part of their schools' roles as PDSs would be to use collaborative, site-based decision-making to enact these beliefs.

Toward this end, each school established a site steering committee comprised of teachers, principals, and university and community representatives. These groups provided the school communities with a local forum for planning and coordinating restructuring. To assist them with the additional resources they need, the Worthington Project sets aside a portion of its grant money each year for the competitive funding of PDS projects. Representatives from the PDSs and from Vandalia collaboratively decided the criteria and procedures for distributing these funds.

In the first year or so, the Worthington Project PDSs, along with their university and community collaborators, invested considerable time and effort formulating shared visions for their future that were congruent with the belief statements. As they held discussions, pursued professional development opportunities, and initiated pilot curriculum change projects, a sense of priorities for change began to evolve at each school. The teachers began to develop a clearer view of what they wanted their schools to become and why.

In their second year as PDSs, the schools participated in a systematic strategic planning process developed by Worthington Project staff and participants especially for the project's PDSs. As a result of the strategic planning, each of the schools now has a unique vision statement that reflects their priorities for change, a set of strategic themes based on their overall vision, and action plans to help them address their strategic themes. Far more meaningful than the typical school "mission statement," the PDS strategic plans are grounded in the schools' actual experiences with initial collaborative change and oriented toward a future in which all members of the school community feel a sense of ownership and commitment.

Academic year 1992-93 was the schools' first full year of restructuring activities since the development of the strategic plans. It was a year in which the schools demonstrated a growing maturity in their understanding and enactment of the PDS concept. Before this, the schools' faculty had viewed PDS activities as something separate and apart from their normal routines. Now, they say, PDS means all that they do and strive to become.

In addition to the evolution of the school communities' view of the PDS concept, the Worthington Project staff noticed this year that reform work in the PDSs seemed more focused and better integrated. Unlike the first year or so of PDS work, the schools pursued few single-subject or individual classroom change projects. Instead, more of their effort was directed toward across-subject or school-wide changes that are closely linked to their overall visions for their future.

Cross-Site and University-Based Activities/Costs

Several of the costs related to Sundale Central's and Morton's past year as PDSs are tied to cross-site activities that affected all the schools in the Worthington Project. A complete accounting of the resources used by the two schools during the year must include consideration of these activities.

Teacher Education Centers. Even before Sundale Central was selected as a PDS, the teachers and other members of their school community wanted to explore the role the school might play in reforming the field-based component of teacher education. They believed that by collaborating with Vandalia professors and taking a more active role in teacher education, they could develop a new approach to field experiences that would significantly enhance the learning of future teachers. One of the first reform proposals they submitted to the Worthington Project PDS Fund focused on pilot testing what they called the Teacher Education Center (TEC) concept.

Basically, from Sundale Central's point of view, a TEC is a school in which all the faculty have committed to sharing the important responsibility of helping to prepare the next generation of teachers. The teachers in a TEC place a strong emphasis on professionalism and life-long learning -- among themselves and among the Vandalia students with whom they work. Everyone in a TEC strives to improve their practice.

Vandalia students assigned to Sundale Central begin their placement at the TEC with their very first field experience. They are assigned in a cohort group so that they share their learning experiences in the TEC with others at the same stage of preparation. Instead of changing placements for each field experience in their program, they return to Sundale Central each time, and they do their student teaching there.

This means that at any given time, there are several cohort groups placed at Sundale Central, each representing a different stage of preparation. Those at the more advanced stage have spent enough time at Sundale to have become very familiar with the school's program, its students, and its community. They become peer mentors for the younger Vandalia students.

Sundale Central's teachers also serve as important mentors for the Vandalia students. One of them is released half time by the Worthington Project to be the students' site-based supervisor and to coordinate TEC activities. For half of her day, she is a classroom teacher. For the other half, she focuses on teacher education. She works with the Vandalia liaison to the TEC and with her teacher colleagues to plan field-based learning experiences that are congruent with both Vandalia's program and with Sundale Central's. In planning these experiences, she tries to capitalize on the special strengths of the school's faculty and the unique features of the school's student population and community.

Vandalia students participate in a broad range of activities as they progress through their field experiences at the TEC. For example, depending on their stage in the program, they observe, assist, or hold significant responsibility for tutoring, lesson and unit planning, and small group or whole class instruction. They tour the school's

community, meet parents, and assist with extracurricular activities. They participate in long-range program planning and site-based governance. In short, they learn what it is like to be a professional teacher in a PDS. All the Sundale Central teachers support them in this journey, by working with them in their classrooms, in seminars, and in a variety of informal contacts through the school day. The teachers also spend time working with Vandalia faculty, both on the university campus and at the school, to help coordinate the various elements of the teacher education program.

Sundale Central's pilot test of the TEC concept was so successful that it became the model for the field experience component of Vandalia's new teacher education program. Now, all the PDSs are working toward their own versions of this model. In 1992-93, the Sundale Central TEC completed its second full year of operation. Morton, the next school to implement the concept, completed its first full year of TEC activities.

The Cross-Site Steering Committee. Very early in the development of the Worthington Project PDS program, the participants recognized the need for a forum that would enable representatives from all the PDS sites to meet together to discuss issues of mutual concern and to plan and coordinate certain PDS activities. Thus, they formed the Cross-Site Steering Committee (CSSC), comprised of two representatives (one teacher, one principal) from each of the PDSs, Worthington Project staff members, and representatives from Vandalia's faculty. The group elects two co-chairs each year, one from the PDSs and one from Vandalia.

The CSSC meets monthly during the school year and at least once during the summer. While school is in session, The Worthington Project provides half-day substitutes for the PDS teacher-members to enable them to attend the meetings during school time.

During the summer of 1992, the CSSC participated in strategic planning similar to the process used in each of the sites. This resulted in a set of across-site goals and action plans aimed at enhancing The Worthington Project's overall PDS program. The goals and plans fell into three categories: communication, resources, and professional development.

In the Fall of 1992, the CSSC established three subcommittees -- one for each of the strategic plan categories -- to implement the action plans. The subcommittees are comprised of a Worthington Project staff member, a Vandalia faculty member, and a representative from each of the PDSs. The Worthington Project provides a half-day substitute for the teachers each month so they can attend subcommittee meetings.

Professional Development Networks. The CSSC's Professional Development Subcommittee was charged with identifying and helping to meet the learning needs of teachers across the five PDS sites. In the Fall of 1992, the subcommittee developed a professional development survey that they administered to all PDS faculty members. The results showed a strong agreement among the teachers about their highest priorities for learning. According to the survey, the elementary teachers wanted to learn more about whole language instruction and developmentally appropriate curriculum. The secondary teachers wanted to learn about integrated curriculum and teacher teaming. These topics are closely

linked to changes in teaching and learning that the schools are working to achieve.

The subcommittee decided that the best way to facilitate collaborative learning on the topics chosen by the teachers was to establish two professional development networks: one focused at the elementary level and one for secondary teachers. Everyone liked this idea, so the groups were formed in the Spring.

At least two representatives from each of the PDS sites who are particularly committed to professional development in the topic areas were recruited as charter members of the networks. Their responsibilities are to meet regularly, to seek new knowledge and skills related to their topics, and to share information they acquire with their faculties. Each network was given $1,000 from the Worthington Project's PDS Fund to cover meeting expenses (released time, books and materials, etc.) for the remainder of the academic year.

The Research Team. For two years now, the Worthington Project has had a coordinated approach to research that is based on a collaboratively developed research agenda. The Research Team is responsible for facilitating studies that are tied to this agenda. Those interested in conducting research related to the Worthington Project submit proposals for the team's approval. By acting as a clearinghouse for proposed projects, the team assures that studies are congruent with the project's collaborative values, that they address the overall research agenda, and that they do not overlap one another.

The Research Team also administers a budget of approximately $10,000 per year from the Worthington grant. This money is earmarked for research grants of up to $2,000 per study for Vandalia faculty and graduate students and PDS teachers. Most of the research proposals that the team reviews include requests for funds. The Research Team awards grants for studies on the basis of a clear set of criteria that are specified in the proposal packet.

A Sundale Central teacher and Morton' s principal are members of the Research Team. They meet with their PDS and Vandalia colleagues on the team about five times a year with their expenses paid by the Worthington Project. In addition to reviewing research proposals, they help to serve as advocates for project-related research and as liaisons between the Research Team and faculty in their schools. Several Sundale Central and Morton faculty members have participated in Worthington Project-sponsored studies.

Overall Project Administration. The Worthington Project office is located in Vandalia's College of Education. Among the staff members housed there is a PDS Coordinator, a former public school teacher who works full time to assist and report on the work of the professional development schools. One of the Project's three graduate assistants devotes about half her work time to helping the PDS Coordinator.

All of the rest of the Worthington Project staff -- the Director, Assistant Director, the secretary, and graduate assistants -- spend a considerable portion of their time on PDS-related work. The paperwork and bookkeeping related to the PDS's financial transactions are a particularly time-consuming aspect of the work done by the secretary and one of the graduate assistants. The Director and Assistant Director spend much of their time serving on PDS-related committees and task

groups, reporting on PDS activities to the Worthington Foundation and others, and providing oversight and facilitating planning for the overall PDS program. Additionally, all of the staff members serve as informal liaisons between Vandalia personnel and the PDSs.

The exchange of information is a critical part of maintaining the Worthington Project's PDS program, and project staff members are responsible for much of this communication. They spend a great deal of time on the phone and in meetings with PDS teachers. During the regular school year, they prepare and mail a monthly project-wide newsletter called *Visions* that helps the PDS teachers stay current with news across the project. In addition to the newsletter, the staff provides the schools with periodic memoranda and information packets that address issues of common concern, provide news about grant opportunities, etc.

Sundale Central Elementary School

Background. Sundale Central houses 400 students in grades kindergarten through six. Traditionally the majority of these elementary students score above the national norm on mandated state standardized tests in all areas with the exception of language arts.

Sundale Central Elementary and its twenty-seven faculty members serve a community that traditionally has been very supportive and involved in school activities. Sixty-five percent of the families participate in parent/school organizations. The school community consists of members from widely varying socio-economic levels. However, about fifty percent of Sundale Central parents are middle-to-upper class professionals involved in the field of education.

The faculty of Sundale Central is a very stable one. The teachers and the principal have acted as an educational team for over five years. All faculty members have earned graduate credit for work done beyond their bachelor's degree. Nearly seventy-five percent of the teachers have their masters degree and Sundale Central's principal has earned her Ed.D.

When Sundale Central was built in 1975, it was designed to house one team of teachers per each of the seven grade levels. Each team consisted of three teachers responsible for different curriculum areas. Although efforts were made to facilitate joint planning among team members, often instruction was fragmented along these curriculum lines and little planning was done across grade levels.

Preservice teachers from Vandalia University have always been welcome at Sundale Central. Over the years, the faculty has shown a real commitment to acting as a partner in the education of these university students. Over one third of the faculty works with preservice teachers each semester. Sundale Central teachers often comment on how important working with preservice teachers is to them. There is a general agreement among the faculty that they benefit as much from their collaboration with preservice teachers as the preservice teachers do.

As Sundale Central approached its fifteenth year, the faculty realized that although in many areas the school was experiencing success, a school planned and organized in the 1970's was not going to

be able to accommodate the new trends in elementary education. The faculty began to explore ways to improve the education of the students, parents, university preservice teachers, and teachers in Sundale Central's school community. It was at this time that they made the decision to apply to become a professional development school.

As part of their PDS work, Sundale Central engaged in a series of strategic planning sessions. An outcome of this planning was the identification of four strategic themes to help them reach their vision of establishing a school community committed to lifelong learning and valuing individual differences. Their four strategic themes are:

1) Plan and implement a developmentally-appropriate curriculum;
2) Encourage life-long learning for all members of the Sundale Central school community;
3) Develop and expand a Teacher Education Center; and
4) Review and modify the school-wide curriculum with a special emphasis on language arts.

Sundale Central hoped that by focusing on making their curriculum more developmentally appropriate teachers would be better able to provide appropriate kinds of learning activities for all students regardless of their developmental level. They also hoped that by exploring new approaches to teaching language arts students would begin to improve their performance in this area. The establishment of the Teacher Education Center was the result of Sundale Central's desire to create new ways to effectively work with preservice teachers. The strategic theme of life-long learning reflects Sundale Central's commitment to continually explore new ways to improve the education of their entire school community.

The faculty worked very hard during their first two years as a PDS. Much of their initial work was focused on piloting the Teacher Education Center. Along with this, teachers began to seek out professional development activities that would increase their knowledge in the strategic theme areas. Faculty members gathered and shared research on developmentally appropriate curriculum and the new whole language approach to teaching language arts. Descriptions of conferences, courses, and workshops were studied in light of their ability to help Sundale Central build capacity in their theme areas.

The Year in Review: Professional Development Activities. In its third year as a professional development school, the faculty of Sundale Central has been involved in a variety of professional development activities that were chosen as avenues toward their school vision. In reviewing their language arts curriculum, the faculty decided to explore the whole language approach to teaching language skills. Research showed that whole language could be a very successful way for students to learn language skills. However this approach, which calls for abandoning the basal textbooks as the only source of reading, language arts and spelling instruction, was intimidating to a faculty who traditionally had taught language arts almost exclusively from these books. Rose, a third grade teacher, commented, "Even though I've been teaching for almost twenty years, the thought of trying to teach reading without a textbook is scary. What if I fail to cover important skills that are outlined in the basal?"

To learn more about creating a viable whole language curriculum, Sundale Central teachers from across all grade levels wrote a proposal to the Worthington Project that would allow them to attend a whole language conference in Pittsburgh. The proposal also called for two follow-up strategic planning sessions at Sundale Central. These sessions provided time for representatives to develop a school-wide whole language curriculum that incorporated what the faculty had learned at the conference and from research as well as one that would fit the specific needs of their school community. Funds were also requested for tools and materials necessary to manage and organize whole language classrooms. The Worthington Project supported this project by awarding $6,177 to the school. The school, its district office, and its business partners provided in-kind or direct support for the remainder of the $11,201 budget.

Whole Language Budget

Object	Worthington	Other	Total
Stipends			
Substitutes	$2,305.00	$1,395.00	$3,700.00
Consultant		$ 300.00	$ 300.00
Materials/Supplies	$2,665.00	$2,800.00	$5,465.00
Conference Regis.	$ 623.00	$ 89.00	$ 712.00
Lodging/Meals	$ 476.00	$ 140.00	$ 616.00
Travel	$ 108.00		$ 108.00
Duplication		$ 300.00	$ 300.00
Total	**$6,177.00**	**$5,024.00**	**$11,201.00**

Another project already underway at Sundale Central was integrated into their emerging whole language program. Last year, Sundale Central had piloted a students-as-authors project. This project, which encouraged students to write, illustrate, publish and market their own books, had been getting attention from across the state and the nation. However, the costs involved for materials, promotion and time were mounting. Because forming a tie between a students-as-authors program and whole language would be mutually beneficial, a team of teachers began to explore ways to accomplish it. This year a team of teachers, led by their Chapter 1 reading teacher, wrote a request to Sundale Central's site steering committee to allocate $300 to this project from their site-based professional development fund. Although the site steering committee had already used almost all of this $2700 fund to support other professional development proposals submitted by faculty members, this project that encouraged across-grade level involvement as well as enhanced their whole language curriculum was fully funded.

Creating and implementing a whole language curriculum at Sundale Central was certainly a focus of professional development activity this year. The school also continued their efforts under the

theme of providing a developmentally appropriate curriculum for Sundale Central students. Several Sundale Central teachers approached a Vandalia University counseling and guidance professor about offering an independent study course in developmental guidance. A major outcome of this course was the creation of a developmental guidance handbook which could be used by teachers as well as the many preservice teachers working at Sundale Central. Teachers taking this course paid only a nominal off-campus fee. Their tuition was waived by the university and represents support Vandalia University has shown to Worthington Project participants. Sundale Central's participation in this course constituted a $150 per student revenue loss to Vandalia University or about a $1,000 contribution by the university.

Although Sundale Central's faculty was interested in providing a developmentally appropriate curriculum for their students, they felt unsure about how to go about designing and implementing this complex curriculum. The faculty agreed that in order to completely understand how this curriculum change would effect the organization of their school day as well as the learning at the school, they should plan a trip to a school that had successfully implemented a developmentally appropriate curriculum. Bob, a sixth grade teacher said, "I'm not sure I can reconcile a curriculum that calls for providing activities that match each individual student's developmental level on one hand and on the other insists that the best way to teach language skills is through whole group instruction. I need to see it in action and talk to teachers who have been successful before I fully embrace the idea." To help the faculty get a handle on what it would be like to work in a school with a developmentally appropriate curriculum, site representatives submitted a proposal to the Worthington Project that would allow them to visit East Park in Pittsburgh and Seneca Primary/Middle School, two local exemplary sites. The Worthington Project funded this proposal for $1,000.

As the sites gain experience as professional development schools, faculty representatives are beginning to be asked to share their expertise with others. Kanawha State University's college of education is in the initial stages of school reform and beginning to explore the professional development school concept. As part of their work, they requested that representatives from PDS sites visit Kanawha State and present a public school perspective on professional development schools. Two Sundale Central teachers took advantage of this opportunity to learn about how others were approaching the establishment of PDS sites. Outside of assisting Kanawha State in their reform efforts, this visit had other beneficial outcomes. One of these was the dissemination of information on the work of the Worthington Project. Another was the opportunity for the PDS representatives to reflect on their work and affirm their successes. Joy, a first grade teacher, commented, "Once I began describing our PDS experience, I realized just how far we had come. It felt good to know that my expertise was valued by Kanawha State's faculty. It was also very interesting to note differences in the way Kanawha State was approaching the PDS concept. I came away very proud of our work in the Worthington Project." This trip was supported by the Worthington Project for $1,000.

As the third year of being a PDS came to a close, faculty members felt they were at a point where they wanted to share what they had

learned not only with those outside the Project, but with their own colleagues. Even though representatives had pursued several different professional development experiences since the Project's inception, it was often difficult to find the time and the appropriate forum for sharing "lessons learned" with the entire faculty. Toward this end, Sundale Central organized a school-wide conference where in-house faculty members would present information on topics they had explored such as developmentally appropriate curriculum and whole language. This conference was supported by the local county school system by allowing the participants to work that day at Sundale Central while students stayed home. In-kind contributions to this conference totaled close to $3,000, while the Worthington Project contributed $4,827 to the project.

Professional Development Day Budget

Object	Worthington	Other	Total
Released time/Substitutes	$2,100.00	$1,800.00	$3,900.00
Materials/Packets	$ 715.00	$ 350.00	$1,065.00
Duplication		$ 160.00	$ 160.00
Speakers		$ 500.00	$ 500.00
Lunch/refreshment for 175	$2012.00		$2,012.00
Total	**$4,827.00**	**$2,810.00**	**$7,637.00**

The Year in Review: Program Changes. As Sundale Central learned more about each of their areas of focus, they began to take initial steps toward program changes. After learning about the whole language concept, teachers began to pilot some projects in this area.

In the early days of Sundale Central's involvement as a PDS, they formed a partnership with Vandalia's Speech Pathology and Audiology Department (SPA). Together, the SPA specialists and the third grade teachers developed a new approach to teaching communication skills to students with special needs. This "push-in" model calls for the speech specialists and Vandalia's SPA students to teach skills within the regular classroom setting and to integrate the skills instruction into the third grade curriculum. This is quite different from the traditional "pull-out" approach where special students are removed from the classroom for small-group skill instruction. This change not only affected the communication skills program, but the structure of the school as well. Teaching communication skills became a highly collaborative process. Schedules for teachers changed as speech specialists came into the classroom to teach. Training for preservice teachers changed as they learned about large group instruction of integrated units as opposed to teaching fragmented skill lessons to small groups of special students. The first two years of this collaboration among the speech specialists, Vandalia SPA students, and Sundale Central teachers were very successful.

In this third year Sundale Central began to integrate their communications project with the new whole language curriculum being piloted at the school. SPA students worked with speech specialists and

third grade teachers to create two whole language units based on children's literature. James, a SPA student, commented, "It was a real challenge working with large groups of eight-year-olds. I never thought I'd be able to organize and control the whole class. But now I feel like I could teach communication skills successfully in a "push-in" program." The Worthington Project supported this program and structural change project by allocating $450 for six days of released time for teachers to plan the integration of communication skills and whole language.

Sundale Central students benefited from work done under the strategic theme of providing a developmentally appropriate curriculum. A team of teachers across grade levels worked with parent groups to plan, purchase, and install playground equipment that was developmentally appropriate. The old playground design included equipment that intermediate students could use for physical activities, however children in primary grades had no equipment appropriate to their special needs. The new playground allows all Sundale Central students to engage in physical activity during their recesses. Debbie, a kindergarten teacher, noted, "It used to be that many of my students would spend their recess time sitting and chatting with friends. Now they are all involved in exercise and active learning on the playground." This project which cost about $3,000 was completely funded through fund-raising activities and from donations from the school community.

The Year in Review: Research. A strong impetus for the development of Sundale Central's whole language program came from some action research supported by the Worthington Project Research Team. Early in the school year, Sundale Central's Chapter 1 Reading teacher and an assistant professor in Curriculum and Instruction began discussions on how to form some organic collaborations between PDS sites and Vandalia University. As a result of these discussions the Literacy Group was formed. This discussion group brought participants from PDS sites and the university together to study issues related to student literacy.

Among the several innovative collaborative relationships and projects that came out of this group's work was the design of an action research project where Rose, a third grade teacher, tried teaching using the whole language approach for a six week period. She compared students' achievement in this unit of study with their achievement in the previous unit that was taught using the basal textbook. Surveys also were administered to evaluate the differences in student attitudes toward reading instruction from the basal approach as opposed to the whole language approach.

Budget for Whole Language Research Project

Object	Worthington	Other	Total
Stipends/data analysis	$1,000.00		$1,000.00
Materials/audiotapes	$ 150.00		$ 150.00
Transcription 20 x $10/hr.	$ 200.00		$ 200.00
Total	**$1,350.00**		**$1,350.00**

Rose, who had always thought of herself as "Miss Basal" was amazed at the initial findings of this study. Students enthusiastically embraced the whole language approach to reading instruction and achievement scores remained relatively stable. While some members of the Literacy Group were disappointed to see these scores remain stable, Rose commented, "I'm completely amazed that students were as able to master the necessary skills from the whole language unit as they were from the unit taught with the basal. I was really concerned that without the basal I might not be adequately preparing students for fourth grade work. The outcomes from this study have changed my mind. The fact that the children enjoyed reading so much more was a very important find. Several students made comments about how excited they were about reading class. Believe me, I never heard that before!"

The outcomes of this collaborative action research project had a significant effect on teachers' attitudes toward whole language. Many who felt leery about committing to teaching using a whole language approach were encouraged to seriously explore the area as a viable alternative to their present language arts program. The outcomes from this project represent how program changes in PDS sites can be related to other aspects of the PDS experience. In this case, a collaborative action research project funded for $1,350 by the Worthington Project had a significant effect on programs and practice in the PDS.

The Year in Review: Structural Changes. Sundale Central has been involved in several restructuring activities since becoming a PDS. Committing to the goals of a professional development school meant that Sundale Central had to begin to examine what decisions were being made at their school and, perhaps more importantly, how those decisions were being made.

During the first two years of Sundale Central's involvement in the Worthington Project, the faculty worked hard to develop collaborative structures that would improve the teaching and learning going on at their school. Traditionally unsuccessful at collaborating across grade levels, the faculty began by choosing a site steering committee that represented all grade levels in the school and included the principal, a representative from Vandalia University and a community representative. This group's duties included overseeing proposals written to the Worthington Project. They read proposals, prioritized the requests, and made suggestions for improving proposals.

As the school began to grow as a PDS, however, the site steering committee's role expanded as well. They began to meet more frequently, incorporating their meetings into the regular school day to facilitate all members' participation. During this year they made decisions on how to spend their site-based professional development fund as well as their $2,000 operating cost budget provided by the Worthington Project. And they struggled with decision making by consensus. Carol, a first grade teacher and Sundale Central's CSSC representative, commented on the challenges involved in working in a school committed to shared-decision-making. "Empowerment sounds wonderful when you read about it in the literature. What I didn't realize was the tremendous responsibilities that go along with it. It's no longer possible for me to always be 'Ms. Nice Guy' with my colleagues. Sometimes we have to make tough decisions, and I don't always agree with others' ideas."

In order to meet the increasing challenges of site-based management, the faculty began to think about formalizing the organization of the site steering committee as it was becoming a governance committee for all the professional development activities ongoing at the school. During the summer before the third year as a PDS, a team of teachers and a Worthington Project staff member spent one day of released time drafting formal by-laws for their site steering committee. These by-laws, the creation of which was funded by the Worthington Project for $300, outlined the purpose, composition, officers' duties, and meeting organization for the committee. The formation of this committee and its by-laws represents an important step in institutionalizing the shared decision making and site-based management that was begun at Sundale Central with the Worthington Project.

Sundale Central representatives shared their by-laws with the CSSC. Many of the professional development schools involved in the Worthington Project had discussed their struggles with institutionalizing their site-based management efforts in CSSC meetings. Sundale Central offered their model as a possible solution to the eternal dilemma of PDS participants - how to find time to effectively conduct the business of a PDS. Sundale Central's participation in the CSSC is supported by the Worthington Project for a yearly allocation of $900. This allows the site CSSC representative and an alternating guest from the faculty to attend the monthly meetings. Sundale Central's principal's has incorporated her attendance into her regular administrative duties.

This issue of time has become critical at Sundale Central as well as at the other PDS sites. When the CSSC realized the significance of time and resources to their work, a subcommittee was formed to address this issue this cut across sites. Sundale Central's representative to this subcommittee was a teacher who up to this point had not been very involved in PDS activities. "Although I watched with great interest all the learning and changing that was happening at my school, I never was able to find a way to get involved. I kept asking myself how I could justify leaving my classroom to pursue professional development. I see my participation in this subcommittee as an important step in helping reticent teachers like me solve this dilemma." Subcommittee members' released time is supported by the Worthington Project. Each of the CSSC's three subcommittees received $1000 this year to investigate specific cross-site issues.

Since shared decision making and collaboration among public school and university colleagues have become integral to the workings of professional development schools, several innovative partnerships have developed over the three years Sundale Central has been a PDS. These collaborations are an important part of restructuring in professional development schools.

This year Sundale Central faculty members and their Vandalia University partners have teamed up on several writing projects. Sundale Central's site supervisor for their Teacher Education Center collaborated with Vandalia's coordinator of field placement to write a chapter in the Worthington Project's PDS Handbook, *Portraits of Change: Lessons From Experiences in School Restructuring*. Their chapter describes the innovative field placement being piloted at Morton High School and

Sundale Central. Kate, the Sundale Central site supervisor, said, "It's exciting to know that what we have achieved in developing the Teacher Education Center will not only improve the experience of our preservice teachers, but it will also inform the practice of others through the creation of this handbook." The Worthington Project attached a $1000 budget to each chapter of this handbook.

Another collaborative writing project involved two Sundale Central teachers. A third grade teacher and Sundale Central's Chapter I reading teacher collaborated to write an article describing their students-as-authors project. Since these teachers had been inundated with requests for more information on their project, they decided the time was right to write down their reflections on this successful project. This article was accepted for publication by *Reading Teacher*. Besides sharing their work in the professional literature, Sundale Central teachers began to explore ways to share students' work with the public-at-large. Toward this end, a teacher approached the school's business partner, First National Bank, about financing a brochure that would help the school market the students' books. The Worthington Project supported this activity by offering technical assistance in brochure design. A graduate assistant working for the Project spent several days collaborating with teachers to design and produce a brochure that represented their work.

The Year in Review: Teacher Education Center. One of the most significant structural changes made at Sundale Central was the creation of the Teacher Education Center. Sundale Central's TEC represents a total change in Vandalia University's arrangements for field experiences. The creation of this center requires that a teacher at Sundale Central be released half-time from her duties as a first grade teacher in order to spend half of her day supervising all field placements at the school. The Worthington Project supports the center concept by allocating about $15,000 a year to cover her released time. Vandalia's coordinator of field placement's position includes her services as a liaison between the university and Sundale Central's TEC. Although this arrangement has met with so much success that Morton High School has instituted a similar program this year, Vandalia University is exploring other TEC designs. One option may be to assign university personnel to schools to act as their site supervisors for all field placements at those schools.

The TEC pilot has met with great success since its inception in the 1990-1991 school year. Considering today's economic climate, an impressive percentage of Sundale Central's preservice teachers have secured teaching positions. Sundale Central's site supervisor has received numerous letters from ex-students describing the effect their field placement has had on their lives. Lori, a 1991 graduate writes, "I have recently learned that a major reason that I was offered a first grade position was because of my involvement with the Sundale Central/Vandalia Teacher Education Center. The principal of my new school told me that I was one of the most qualified and experienced first year teachers that she had ever interviewed."

One part of the preservice teacher experience at Sundale Central that got particular attention this year is the building of credential portfolios. From the first placement in an Early Childhood course, preservice teachers begin learning about and creating their portfolios.

This work is continued through all semesters at Sundale Central culminating in a more extensive seminar the last semester that includes instruction in interviewing strategies. To better serve preservice teachers in this Teacher Education Center as well as those at Morton High, both site supervisors jointly submitted a proposal to the Worthington Project that would allow them to create model portfolios to be used in their instruction. This $705 collaborative proposal was funded from the Project's PDS Fund.

Budget for Development of Model Credential Portfolios

Object	Worthington	Other	Total
Stipends	$ 600.00		$ 600.00
Portfolios	$ 47.00		$ 47.00
Film/Processing	$ 48.00		$ 48.00
Copying	$ 10.00		$ 10.00
Total	**$ 705.00**		**$ 705.00**

Another part of the Sundale Central TEC is their tutoring program. FLIP, Fun Learning in Progress, began as a voluntary tutoring program where motivated Vandalia students worked with students needing remediation. At the end of its first year, teachers at Sundale Central as well as the university participants realized that this exciting program required a great deal of time, planning and skill-building to make it effective. To better reflect the effort required to make FLIP a success, this year's students involved in FLIP receive a one hour course credit from the university. The Sundale Central faculty has begun rotating the responsibility for program coordination as their contribution is voluntary.

Vandalia preservice teachers have some unique experiences due to their attachment to PDS sites. Because of the commitment to professional development at Sundale Central, preservice teachers have had the opportunity to be involved in a myriad of learning experiences. This year, preservice teachers were invited to participate in Sundale Central's summer work session where teachers are creating new whole language units of instruction. Throughout the year preservice teachers were always involved in readings, workshops and discussions on developmentally appropriate curriculum. Mike, a student teacher at Sundale Central this year, was asked to participate in a presentation to the Governor's Task Force on teacher education. At this meeting, Mike gave his perspective on Sundale Central's TEC. Mike said, "Even though I always thought of teaching as a challenging career, I never realized the incredible effort required to be the true kind of professional I've worked with at Sundale Central. I feel fortunate to have been able to spend time working with a PDS faculty and school community committed to improving the education of students, professional and preservice teachers like me."

Morton High School

Background. Morton High School houses 900 students in grades 10 through 12. Located in a town not far from Vandalia, Morton is the larger of two high schools in its county school district. The campus consists of a main building and adjacent gymnasium/auditorium; both are more than fifty years old.

Most of Morton's students are from a rural background. About half attend college after they graduate. The school has an excellent reputation in its community and county for both its academic and its extracurricular programs, yet a considerable portion of Morton's students are considered "at-risk" because of such factors as their socioeconomic backgrounds, problems in their families, past difficulties in school, and/or special learning needs.

Morton has 60 faculty members. There is very little turnover in the faculty. Once teachers come to Morton, they tend to stay there. All the teachers have completed at least some graduate work. More than half the faculty members hold a masters degree, and one faculty member has a doctorate.

At the time Morton became a PDS, it was organized very traditionally. The faculty taught in self-contained classrooms for fifty-minute periods, primarily using lecture-discussion methods. They were organized in subject area departments (English, mathematics, social studies, etc.). As in most busy schools, teachers had little opportunity to interact with one another. They formed friendships to varying extents within their own departments, but experienced little professional collaboration. Except on an occasional social basis, they associated very little with teachers in other departments.

Despite its solid reputation and the enduring nature of its organization, quite a few Morton faculty members were beginning to think about reform. They recognized that much has changed since the development of the mold in which Morton was cast. With the dawn of a new century looming ever closer, they were becoming increasingly aware that their graduates may face a world for which Morton inadequately prepares them. Concerns about helping their students meet the challenges of the future were central to their decision to become a PDS.

Morton High's strategic planning yielded four themes: critical thinking, curriculum integration, restructuring, and student success. Through the critical thinking theme, the teachers hoped to move away from rote learning to an emphasis on higher order thinking skills. The curriculum integration and restructuring themes reflect the teachers' desire to improve teaching and learning by exploring alternatives to their traditional organization. The student success theme provided them with a constant reminder that their ultimate goal was to assure that all students do well, including those at risk of failure who tended to "fall through the cracks" of the school's programs.

During Morton's first two years as a PDS, not as many changes occurred as some of its site steering committee members would have liked. However, they learned that, like many comprehensive high schools, theirs was simply too large and too traditional to move quickly. Despite the lack of rapid change, 1990-1992 was a period of very productive capacity-building for the school. The faculty learned a great

deal about site-based governance and collaboration. Moreover, parents, Vandalia faculty, and community representatives became active participants in their discussions and plans.

Additionally, faculty members from across many of Morton's departments began pursuing professional development activities in unprecedented numbers. They used county and Worthington Project funds to attend a variety of conferences, workshops, and seminars. The faculty even set aside a room to serve as a Professional Development Center for teachers. Unlike the teachers' lounge, this room was for reflection and learning. Slowly, more and more teachers began spending time there to view videotapes, read books and articles, and use computer programs that helped them learn about school reform, the professionalization of teaching, and recent advancements in curriculum and teaching.

Before long, a few teachers began seeking support from the county and the Worthington Project for classroom-based reform projects. They were starting to try out the things they were learning. More importantly, they were paving the way for restructuring. By the time Morton completed its school-wide strategic planning process, the school community seemed ready to explore bigger changes. Grace and Don, co-chairs of the site steering committee, believed 1992-93 would be an important year.

The Year in Review: Professional Development. For PDS teachers, "vacation time" means something entirely different than it used to. Far from being time to relax, it's an opportunity to study, reflect, discuss, and plan to a greater extent than is possible when school is in session. Because of this, the 1992-93 academic year actually began for Morton's teachers as soon as the prior year concluded. Throughout the summer of '92, teachers pursued a variety of professional development activities that were linked to their strategic themes.

With a $450 grant from the Worthington Project PDS Fund to help with travel expenses, a group of Morton's teachers attended a conference of the Association for Supervision and Curriculum Development. The teachers chose this conference because many of the sessions focused on strategies for assisting at risk students. They felt they hadn't yet found enough effective ways to address their student success theme, and they hoped this conference would help. After they returned, they met at the school for a full day to discuss what they'd heard with other Morton teachers.

The previous summer, Morton teachers, individually and in small groups, had attended a variety of meetings and workshops like the ASCD conference. They had tried to cover as broad a range of topics as they could in order to learn as much as possible about the issues that were emerging as their priorities. In the summer of '92, they felt they needed a way, as Don put it, "to pull things together." They needed to share what they'd learned to this point, to organize their ideas around their strategic themes, and to hold intensive, broad-based discussions about next steps.

To achieve these things, the site-steering committee planned a summer event they called a "Restructuring Institute." Grace said, "We need something like this to help us turn a corner -- to begin achieving school-wide changes. The classroom projects we've had so far are great;

they're really changing the ways some of our teachers approach their work. But there is only so much you can do that way, especially given our traditional schedule and departments." Don added, "If we want our reforms to be well integrated with one another, and if we want to create conditions where teachers can work on some really significant innovations, both within and across subject areas, then we need to talk about school-wide issues."

The site steering committee members and several additional teachers donated much of their free time for weeks in order to plan the Restructuring Institute. With the help of consultants from a successful restructuring project in another state, they developed a program of activities and discussions centered on the school's strategic themes and on important issues of restructuring. Nearly all of Morton's faculty, along with several parents and students, attended the day and a half event in July.

The Restructuring Institute, including the planning phase, cost $11,045. Morton High provided $400 of the costs from their own resources. The county school system provided $1,000, and Vandalia donated the space for the event. The remainder was provided in a grant from the Worthington Project. Joe Graham, Morton's principal, called the event "well worth" the work and resources it required. "It may seem like a lot of money for a short period of time," Joe said, "but we planted seeds at that event that will bear fruit for years to come."

Restructuring Institute Budget

Object	Worthington	Other	Total
Consultant (2) 4 days/$500	$2,000.00		$2,000.00
Substitutes for released time	$1,185.00	$680.00	$1,865.00
Travel	$1,160.00		$1,160.00
Stipends/60 teachers x $100	$6,000.00		$6,000.00
Lunch at institute	$ 700.00		$ 700.00
Phone/postage		$325.00	$ 325.00
Materials for institute		$395.00	$ 395.00
Total	**$11,045.00**	**$1400.00**	**$12,445.00**

After the school year began, Morton's teachers continued to pursue professional development opportunities. To provide the PDSs with a small fund that they could administer themselves for professional development purposes, the Worthington Project provided each school with $100 per teacher for the school year. To disperse their fund, Morton's site steering committee accepted proposals from teachers that had to be linked to the school's strategic themes. Their $6000 was spent on a variety of conferences, workshops, and reference materials that helped build capacity for change.

In cross-site professional development activities during the year, one of Morton's teachers served on the CSSC's Professional Development Subcommittee. Her substitute costs for the four meetings she attended

totaled $150 (paid by the Worthington Project). When the subcommittee formed the Professional Development Networks, two Morton teachers joined the secondary group. The network's budget provided them with $450 in released time to attend a network meeting, to host a visit of other network members at Morton, and to participate in a half-day site visit to the Worthington Project's other secondary PDS.

Toward the end of the year, Morton teachers began plans for a Fall professional development project. Fran, a Morton social studies teacher, had taken a graduate course on peer coaching during the 1991-92 school year. One of the other PDSs had arranged the course through the Worthington Project. Fran had found the course very helpful. Facilitated by a Vandalia professor, the course was taught at a school instead of on the university campus. "The atmosphere was so professional and so collegial," Fran said of the course. "We weren't just going through the motions of completing course assignments, we were really trying to help each other become better teachers."

Fran thought that the time was perfect for something like that course at Morton. She talked with Dr. Simms, an educational administration professor at Vandalia whose specialty is the supervision of instruction. Together they planned a course that they will team teach at Morton next year. Meetings will be scheduled at times convenient for the teachers and will be spread out over the public school year instead of confined to Vandalia's semester. By late Spring, nearly twenty teachers already had signed up for the course.

Fran was elated at the response and enthused about the course's potential. "We're going to talk about the issues that we're most interested in: the changes we're trying to make, the problems we're having, and so on. We're going to visit each other's classrooms, reflect together on what we see and do, and really learn how to help each other." She emphasized how innovative the course would be. "Think about how different this is: the course will be taught at the school with a Morton teacher as co-leader. Not only that, but as part of our course activities, we'll be opening our classroom doors to one another for what may be the first time in our careers."

Fran and Dr. Simms have high hopes that the course will provide Morton's teachers with understanding, skills, and support that will complement and enhance their restructuring activities. The Worthington Project invested $3,000 in released time, stipends, and materials for developing the peer coaching course at Morton. Vandalia has arranged for Morton's teachers to take the course on a tuition free basis.

The Year in Review: Structural Changes. In 1992-93, Morton's PDS site steering committee assumed a more significant role in the school's governance. In the strategic planning process and in the development and implementation of the Restructuring Institute, the members of this group began to take on more responsibility for school-wide planning. This trend continued into the new school year as the group worked on follow-up for the Restructuring Institute.

As part of this trend, they worked more closely with the principal on the use of school resources and on funding requests submitted to the county. In addition to the professional development fund, the group also administered a small budget for the year of $2000 which the Worthington Project provided each PDS to help with site steering committees'

operating costs (materials and supplies, duplication, phone, etc.). The steering committee's increased activity in coordinating school-wide planning and resource use represents a significant change in the way the school was traditionally governed and reflects greatly enhanced leadership roles for the teachers.

Principal Joe Graham and site steering committee co-chair Grace Dodd (an English teacher) serve as Morton's representatives to the Worthington Project's Cross Site Steering Committee. Grace was elected to serve as co-chair of this group for 1992-93, along with an Education Foundations faculty member from Vandalia. To enable Joe to participate in monthly CSSC meetings, Morton's vice principal filled in for him on meeting days. The Worthington Project provided $450 in substitute costs so that Grace could attend meetings and plan with her co-chair. Additionally, two other Morton faculty members served on the CSSC's Resources and Communications Subcommittees, incurring a total of $300 in substitute costs for meetings. Participation in CSSC groups and activities augmented these persons' new roles as collaborators and leaders of restructuring.

The expansion of teachers' roles and of site-based governance at Morton had actually been in process since the school first became a PDS, though they seemed to become more evident in 1992-93. In contrast, another structural change which emerged during the year was, as Grace put it, a "high profile reform." The Restructuring Institute revealed that teachers saw Morton's traditional schedule as a major stumbling block to addressing their strategic themes. They decided to search for an entirely different way to organize the school day -- one that would facilitate a variety of reforms in curriculum and teaching.

During the school year, teams of teachers worked on alternatives to Morton's schedule and tested their ideas with their colleagues. After several potential models had been developed, the site steering committee helped the teams work on building a consensus across the whole faculty. After much debate, they settled on a modular schedule featuring eight ninety minute periods which meet on alternating days (four periods per day). Students' schedules for Fall, 1993, were developed using the new model, so that full implementation of the plan could begin with the new school year.

"I wasn't sure we'd survive it," Don said in reference to the scheduling process for Fall. "I'm still not sure we can pull it off; this new schedule is so different from what we're used to. We all agreed on it, but thinking about it is one thing, and actually doing it is another. Some see it as a great opportunity, but some are pretty threatened by it. Our most traditional teachers know they're going to have to learn entirely new ways to plan and teach, because they can't lecture to a class for ninety minutes at a time." To this last statement Joe added, "But that's exactly the kind of result everyone's hoping for -- big changes in the way subjects are organized and taught that will lead to more meaningful learning for students. Remember, we want our students to become critical thinkers, not just good lecture note-takers."

The Year in Review: Program Changes. Becoming a PDS provided several of Morton's teachers with the impetus to begin trying new things. First, the changes affected only individual teachers and classrooms; for example, the journalism teacher began a video

production lab, a math teacher worked with a Vandalia mathematics professor to start computer-assisted instruction, and a science teacher transformed a traditional physical science class into a fascinating astronomy course that involves a professor and science education majors from Vandalia.

Toward the end of 1991-92, teachers began talking about the kinds of program changes they could achieve if they worked together. By 1992-93, they were working on projects that affected whole departments and/or multiple subjects. "We've been focused most on our critical thinking and student success themes, Grace observed, "but now we're really starting to work on our curriculum integration theme as well."

The previous year, the mathematics teachers began talking about ways to improve the success of "below average" students in Algebra I and Geometry. They identified two problems in particular: poor student motivation and lack of retention of important concepts. They decided they needed to completely redesign their traditional math courses. They applied for and received $6200 from their county school system through the Dwight Eisenhower Mathematics and Science Education Act under Title II. They used these funds during the summer of 1992 to develop the first year of a new integrated math program. Two educational psychology professors from Vandalia provided time and materials to assist the planning.

Morton's math teachers began their new approach in the Fall of 1992. Students now enroll in a two-year course that integrates algebra and geometry. Joe speaks enthusiastically of the project: "These teachers are literally trying to eliminate failure. Everything is set up to assure students master the content. There's a modified time schedule, enrichment activities, opportunities for remediation, lunch time tutoring -- you name it. If research has shown a certain practice to be helpful in math learning, these teachers are trying to use it in this course. It's great; students are learning concepts from algebra and reinforcing them with applications from geometry."

Based on the success they experienced in the first few months of the project, the math teachers decided to continue the development of the integrated math program. They applied for and received a grant for $5400 from the Worthington Project PDS Fund so that they could plan the second year of the new curriculum during the summer of 1993. They also will review the first year's curriculum and make revisions where needed, and they want to expand their use of hands-on learning activities. These teachers' commitment to their project is compelling; as they wrote in a recent report of their work, "Integrated math offers opportunities which can change the futures of many students."

Integrated Mathematics Budget

Object	Worthington	Other	Total
Stipends for Program Development Work for 1992-93	$3,000.00	$6,180.00	$9,180.00
Stipends/Summer Work 1993	$2,400.00		$2,400.00
Duplication		$ 100.00	$ 100.00
Total	**$5,400.00**	**$6,280.00**	**$11,680.00**

While the math teachers worked to integrate mathematics topics, another group of Morton teachers were developing and testing an interdisciplinary humanities curriculum. Don was involved in this project. "We know from both research and experience," he said, "that teaching subjects in isolation is less effective than tying them together. With our 'Linking the Humanities Project,' we're trying to integrate English, social studies, art, and music in a group of courses."

In the past, Morton students might have learned about the Civil War in history while they read Elizabethan authors in English and studied Rembrandt or the Baroque Period in an arts class. "How in the world did we expect them to make sense of all that?" Don asks in retrospect. "How were they supposed to figure out the ways that events, people, and trends of various eras are connected to one another? To make matters worse, almost none of us (teachers in humanities subjects) ever made it to anything that happened in the 20th century before the school year was up."

Linking the Humanities is changing all that. Now, Morton students experience thematic units that cut across subjects. They study the Vietnam War in history while reading Vietnam veterans' diaries and short stories based on the veterans' experiences in English. At the same time, they're studying the art, music, architecture, and technology of the 1960's and '70's. "And that's not all," reports Don proudly. "We're also having students use IBM's new Multimedia and Linkway to work on creative projects in cooperative learning groups. Students aren't just reading and listening about the content; they're really involved with it."

Linking the Humanities Budget

Object	Worthington	Other	Total
Stipends for Summer Work	$4,200.00		$4,200.00
Consultant,Technology Training	$ 300.00		$ 300.00
Materials/Supplies		$1,380.00	$1,380.00
Travel/NCTE		$1,140.00	$1,140.00
Total	**$4,500.00**	**$2,520.00**	**$7,020.00**

In 1992-93, the humanities project involved five Morton teachers and two Vandalia education professors. To date, the planning and

implementation of the project has cost $7020. Of that total, $2520 was a combination of contributions from the school, the county, and the state's Writing Project, and $4500 was a grant from the Worthington Project PDS Fund. The monies supported travel to a related conference, materials, stipends and released time for teachers for planning, and technology training.

This was also the first full year of Morton's Collaborative Teaching Project. The project is being piloted in English classrooms, but its developers plan to expand it over time. In the collaborative teaching model, students with special needs attend English class along with regular students. A special educator is assigned to the classroom along with the regular English teacher. The two teachers are jointly responsible for choosing teaching methods, curriculum materials, learning strategies, study skills, and evaluation methods for all students.

By planning and teaching together, the "special" and "regular" educators combine their strengths. The special educator contributes his expertise in learning strategies, curriculum modification, evaluation, etc., while the English teacher contributes her knowledge of English education. With this arrangement, all the students in the class have enhanced opportunities for achieving challenging learning goals, especially those whose special needs put them at serious risk for school failure.

By spending their own time for planning without compensation and by working with Joe prior to the beginning of the year to coordinate their teaching schedules, the teachers were able to implement the pilot collaborative project without additional funds. Joe noted, however, that in order for the project leaders to expand their program change, "they'll probably need some extra resources -- at the very least some released time so that they can teach their colleagues to do what they're doing."

The movement toward significant program changes such as these heightened teachers' awareness of the need for structural changes at Morton. The logistics required to implement the new curriculum projects within the school's existing schedule, roles, and policies were often cumbersome and frustrating. Teachers saw clearly that in order to accommodate innovation, Morton needed a different schedule for the school day and greater opportunity for teachers to plan and teach together. They also saw that they must continue to learn more about curriculum change in order to successfully tackle some of the more extensive projects they have in mind for the future.

The Year in Review: The Teacher Education Center. Morton's teachers had watched with admiration as Sundale Central developed and tested the TEC concept. Before long, they were working on their own version of the model, with advice from Vandalia's Coordinator of Field Experiences and Sundale's TEC Coordinator/Site Supervisor. About a third of Morton's faculty volunteered free time to help with the development of Morton's teacher education center; they worked in teams on various aspects of the plan.

1992-93 was the first year of operation for Morton's TEC. An English teacher was released half time to serve as the TEC Coordinator/Site Supervisor. Vandalia paid $15,000 to the county to hire her half time replacement. In 1991-92, sixteen Vandalia students were placed at Morton (six student teachers and nine students from the

secondary teaching methods class). With the implementation of the TEC in 1992-93, the number increased to more than one hundred. Next year, Morton will add a second half time site supervisor to better serve the professional learning needs of these students.

The secondary education majors placed at Morton experience a variety of new learning activities, depending on their stage of preparation. For example, beginning students participate in the new Academic Assistance Program in which they provide tutoring for students in their content area. Students at more advanced stages of their programs of study take more active roles in Morton's classrooms. They also begin helping out with extracurricular activities and assisting Morton's teachers with their site-based governance and restructuring activities. During student teaching, the Vandalia students at Morton assume full responsibility for a classroom, under the watchful and supportive eyes of their cooperating teachers and the site supervisor.

The site supervisor provides Vandalia's students with an extensive orientation to the school and its community. She arranges for them to meet informally with the principal and vice principal, and she helps them to learn the school's policies and procedures. She conducts weekly "professional development seminars" with the student teachers on topics directly relevant to their classroom teaching. Just as importantly, she works tirelessly with Morton's teachers and principals and Vandalia's faculty members to keep communication flowing freely and activities well coordinated. To help with this, she uses a desktop publishing program on her computer to produce a weekly newsletter for everyone involved with the TEC.

The Year in Review: Research. The number of collaborative research studies conducted at Morton is definitely on the rise. Vandalia faculty and graduate students have been working with Morton teachers to study various aspects of the change process at the school. Additionally, several teams of teachers, including Vandalia faculty as collaborators, are inquiring into the outcomes of their program change projects.

One fairly large study was conducted in 1992-93 -- a systematic assessment of the Collaborative Teaching Project. It was funded by a grant of $1500 from the Worthington Project Research Team; most of this amount was for released time/stipends for the researchers. Morton donated an additional $200 worth of supplies and duplication costs for the study, and Vandalia contributed $300 worth of computer time. Co-researchers for the project were the chairperson of Morton's Special Education Department and a special educator from Vandalia. They were helped by a graduate assistant from Vandalia and a student assistant from Morton, both of whom received small stipends from the research grant.

Grace noted that she and the other site steering committee members are pleased with the growing interest in research. "We need these studies," she said, "to help guide our reforms and to show others what we already know intuitively -- the changes we're making are starting to have a real impact on teachers and students. We're even starting to see a difference in parents' attitudes." Don added, "This isn't the same place it was two years ago, and the differences in the next few years will be even greater. Research helps communicate that this isn't

just change for change's sake. This is change with student success as the goal."

Conclusion

The stories of Sundale Central and Morton High cover just one year in the lives of these schools as PDSs, while the restructuring they have undertaken is a process that will span many years. Despite the relatively brief period represented in the stories, they clearly suggest that restructuring is an expensive enterprise, involving a variety of resources applied to a broad range of activities. Some of the costs are quite difficult to calculate, like the significant amount of expertise, supplies, and time donated by the schools' personnel, parents, higher educators, and local businesses.

The total for the year of those costs that can be calculated for Morton and Sundale Central may be surprisingly large to those who haven't fully considered the resource-related issues of school change. Morton High spent about $58,000 to fund activities related to its restructuring, and Sundale Central's costs were more than $48,000. These approximate totals include the costs that can be calculated for all categories of the schools' PDS work from all identifiable sources. The totals do not include the cross-site and university-based resources described in the "Context" section of this document, except for the released time teachers received to attend the meetings of cross-site groups.

We believe that two factors are particularly important to keep in mind when considering these expenses. First, the vast majority of the costs we have described involve funds over and above the schools' regular operating expenses. They represent the "extra" resources needed for restructuring. A primary use of these resources is to buy time for the restructuring project's participants to gain new knowledge and skills, to perform new roles, and to plan and implement innovative programs.

Second, the "real" PDSs which Morton and Sundale Central represent are frugal organizations, staffed by educators who are extraordinarily good stewards of resources. Only a small portion of the time they spend on restructuring is compensated, and they continuously search for ways to accomplish their goals with a minimal investment of dollars. Likewise, only a fraction of the support provided the schools by university faculty involves monetary costs. Since extra costs are incurred only when necessary, these schools by no means can be considered extravagant; in fact, their typical yearly expenses may represent conservative estimates of how much restructuring may cost annually.

Nevertheless, since the activities restructuring involves and the resources it requires tend to be quite site-specific, it's difficult for us to estimate how generalizable our cases are. For instance, not every restructuring project involves a partnership with higher education or is based on the professional development school concept. Among those who <u>are</u> using the PDS model, one can find a wide variety of interpretations of the concept. Furthermore, no two projects operate from the same resource base.

As a result of factors like these, the stories of Morton and Sundale Central, though representative of the Benedum Project PDSs, may vary in the relevance they hold for restructuring partnerships elsewhere. For work in the Benedum Project, however, they suggest the annual costs and activities associated with "maturing" PDSs. For others, they imply that the reallocation of existing funds and/or the acquisition of additional resources may be a critical element of significant change in schools.

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